



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KUNTALA KUMARI SABAT WOMEN'S COLLEGE

**KKS WOMENS COLLEGE, AT- MANIKHAMB, PO. MOTIGANJ, DIST-
BALASORE**

756003

kksgovwc.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kuntala Kumari Sabat Womens College , Balasore one of the oldest womens college of the state has completed sixty years of its journey and is marching ahead proudly with new achievements and newer opportunities coming its way . a Model RUSA college and World Bank sponsored Higher Education Programme for excellence and equity , this womens college is committed to accomplish women empowerment through higher education and greater participation in public life. As the college goes for the third cycle of assessment and accreditation by NAAC , it looks forward to the counsels and recommendations of the wise and enlightened members of the Peer Team.

Vision

KKS Women's college Balasore envisions itself as a site of constant evolution through challenges of changing times.

Mission

- 1.To educate budding women towards transcending gender.
2. To help them grow into intellectually alive and socially responsible citizens.
3. To create a student-centric campus.
4. To make available resources that will help students overcome digital divide.
5. To cater to the needs of the last student.

Motto : Lead me from darkness to light.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

These contribute to the strength of the institution that positively lead to attain its missions and lofty goals.

- Well-accomplished dynamic faculties to impart quality teaching.
- Experienced supporting/non-teaching staff
- Disciplined and motivated students.
- Learner-friendly milieu with a thrust upon all-round development of the learners.
- Prevalence of a discrimination-free all-inclusive environment.
- Zero tolerance to harassment.

- Transparent financial management.
- Overriding prioritization on fostering of perennial values among learners.
- Eco-friendly campus.
- Principle of inclusiveness in access.
- A culture of continuous improvement in the functioning of the college.
- A healthy academic ambience.
- Institutionalisation of feedback mechanism for improvement.
- Availability of infrastructure – laboratories, virtual classroom, library, reading room, etc.
- Ensuring maximum facilities to the learners.
- Continuous effort to open new programs, courses and increasing of seat strength.
- Implementation of 5 Ts: time, Transparency, Technology, transformation and Team Work.

Institutional Weakness

It represents grey areas of the institution and propels to take appropriate actions to reach the goals.

- Vacant teaching and non-teaching staff.
- Shortage of space.
- No play ground, computer lab., cafeteria and gymnasium.
- Lack of autonomy in administration, academic and fiscal matters.
- Problem of accommodation for the teachers and students.
- Guest faculty managed teaching activities.
- Frequent power cut that affects official works.
- Several buildings without facilities for the differently abled.
- More facilities for boarders and enhanced accommodation capacity.
- Lack of exploitation of the potential for academic and industry linkage.

Institutional Opportunity

Motivate to tap the opportunities to transform the institution to a Himalayan height.

- Scope for expansion of educational facilities within a limited space.
- Vertical expansion may be thought of as here is scope.
- Sponsored research projects can be undertaken.
- Turning the campus into a green one by planting more trees.
- Tapping of solar energy to solve the power problem.
- Scope for expanding outreach programs.
- Scope for collaboration with industry and business houses.
- Generation of fund by opening up of a few demands driven courses through self-financing mode.

Institutional Challenge

Every opportunity is impeded by challenges .

- Bringing a major section of the students out of their limiting rural and socio- economic backgrounds and rising their awareness level to that of their counterpart in urban area.
- Inspiring a sizeable bulk of students challenged by financial constraints and conventional patriarchal outlook, to be career oriented.
- Getting time and funds to introduce short term skill based courses.
- Empowering tribal girls to thrive in a competitive environment .

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

KKS Women's college is affiliated to the Fakir Mohan University, Balasore. The college which started with 64 students has grown over the years and has at present sanctioned student strength of around 600 in Degree classes. Honours teaching in Economics, History, Political Science and Odia were introduced in 1974 and in Home Science, Psychology, Education, Philosophy and Sanskrit in 1982. Honours teaching in English and Sociology opened in 2011. In 2013 Degree Courses in Science were introduced with Honours teaching facilities in Physics, Chemistry, Botany and Zoology. The college now fulfilled its aspiration to open Mathematics and Computer Science in UG and PG programmes in Sanskrit, Home Science and Education, all women specific Subjects for its students opening better career options. Admission to different programmes is done as per the policy stated by the Government of Odisha.

Teaching-learning and Evaluation

The College pursues a model curriculum designed by the University following the guidelines of UGC so as to keep pace with the growing standards of other recognized Universities of the country. The college takes special care for capacity building. It organizes remedial classes and maintains question bank with model answers for the disadvantaged learners. The above average students are encouraged to participate in inter-college and intra-college debate, elocution, quiz and essay-writing competitions as a means to personality development, and are made to do home assignments, project work, attend seminars to enhance standards. As a result, the students have been performing well in the university examinations and quite a few have secured ranks in the Final Degree examinations in the past few years. The faculty members who are selected through the state public service commission as per the UGC guidelines make it their mission to update their knowledge by effective use of libraries, participation in workshops, seminars, orientation programme and refresher course and by undertaking Minor Research Projects and other research work. They provide effective guidance to students and work towards fulfilling the cherished goals of the college. Taking into account the academic calendar and the prescribed syllabus of the affiliating University, the heads of the department, at the beginning of the session, along with the other faculties of their respective departments, prepare teaching plans semester wise. For effective delivery, concerned teachers use various methods like chalk and duster, group discussions, ICT etc. to impart education. The process is thoroughly documented in their lesson plans, which is verified at regular intervals by the heads of the departments first and then by the principal. This mechanism is further verified by appropriate higher authorities. Academic calendar has been prepared in tandem with University and Higher Education Department programme schedule issued at the beginning of the year. It is adhered strictly as far as possible, in conducting examinations and related matters. However, the calendar is subject to change if there is an exigency.

Research, Innovations and Extension

The Institution provides a conducive environment for promotion of Innovation and Incubation. All required facilities are provided and Guidance is extended to the students. Students are encouraged to actively involved in the application of Technology for societal needs. Necessary support is provided for Documentation, Publication of Research Papers and also for obtaining patents. A workshop on the Intellectual Property Rights (IPRs) was organised to create awareness among the students and faculties.

Awareness meets, workshops, seminars and guest lectures on Entrepreneurship are organized at regular intervals. Students are provided with opportunities to directly interact with outstanding entrepreneurs excelling in their field. To enhance employability among students a number of awareness meets were organized like soft skills, interview skills, English speaking ability, and personality development etc. under the aegis of Career Counselling Cell of the college.

An OPEN Boot camp was held by Start-up Odisha Yatra 2.0 (Flagship Initiative of Start-up Odisha) and KIIT-Technology Business Incubator, Bhubaneswar to inculcate the spirit of innovations and Entrepreneurship among the young minds of the college.

The students exhibit their models in competitions held by other organizations for getting opportunity to commercialize of their product.

Infrastructure and Learning Resources

The college which started functioning in a campus with three classrooms has now reached its present status of a campus with eight lecture halls, a number of small class rooms, an Administrative Block with the Principal's office and separate sections for examination work and a separate building for conducting Degree classes in Science for both theory and practical science laboratories, Student and Staff Common Rooms etc. It now possesses a conference hall to conduct seminars and symposia. The library has grown with adequate number of books and refereed journal Efforts are being made to open Infrastructure for gym, sports and games, and Canteen to strengthen student facilities. It has facilities for lending books and the process of automation is under process which is soon going to be operationalized. There is a reading room well furnished with books and journals. The new building which houses the library and reading room make better facilities available to the staff and the students. Computerization of office work including admission, administration, examination and accounts is an important achievement of the college. There is a multi-storey hostel building on the campus with a capacity to hold more than a hundred students which adds to the strength of the college. Proposals will soon be placed to sanction funds to build a new PG block on the campus. More importantly, the District Administration has been approached to provide more lands to build a hundred seated Hostel for the Girl Students on being declared a beneficiary under PM YASASVI Scheme.

IT facilities are regularly updated. College has broadband connection for the office. Most classrooms are ICT enabled and have portable LCD projectors. The process of admission, scholarships is computerized. The College has a dynamic website, providing all the necessary information. Twenty computers and 10 projectors were added under UGC, OHEPEE and RUSA funding.

Student Support and Progression

The college stands as a student-centric institution. Students' mentoring and support have been a major focus of this institution. Proctorial system is in vogue where a group of students are assigned to a proctor teacher who is onus for the progress of the students. Hostel facilities, admission help desk steam drinking water, toilets, reading room and library facilities are the eye-opened. Other support services include language lab, placement cell, counseling cell, Alumni Associations, Anti sexual harassment cell, on-line skill based programme, YRC, NSS, etc. Thus support services are the boon for their progression.

Governance, Leadership and Management

The college has a well coordinated monitoring mechanism for an efficient and effective management of its affairs. In addition to the Governing Body, there are ten different committees like Admission Committee, Examination Committee, Residential Committee, Purchase Committee, Infrastructural Development Committee, Research Committee, Library Committee, Discipline Committee, and Grievance – cum- Sexual Harassment Redressal Cell, Anti-ragging Cell etc. headed by the principal and with the senior faculty as the members to facilitate the management of the college. A culture of participatory management is practiced at every level. Top down and bottom up approaches are encouraged to ensure free, fair and democratic functioning in all areas of activities. With a well knit administrative machinery and efficient and effective Academic and Examination Management Systems, the college ensures smooth and successful progress. Transparent financial management and proper resource mobilization adds to the strength to the college functioning. IQAC of the college has created its own mechanism to supervise the quality of all activities.

Institutional Values and Best Practices

1. Title of the Practice- Capacity Building Goal

2. Objectives of the Practice

The prime aim and objectives of the practice is to know the students individually and to enhance their capacity by organizing various competitions that are run under this event include Quiz Competition, Essay competition, debate competition, Seminar Competition, Group Discussion, Poster Competition etc.

3. The Context

Last year due to pandemic situation this event was organized through online mode. The purpose is to create a process of changing attitudes and behaviours- imparting knowledge and developing skills while giving opportunities for participation and knowledge exchange.

4. The Practice -

The main capacity building methods used are mentoring, holding academic competitions, encouraging for intercollege competitions holding seminars etc.

5. Evidence of Success

- The students are showing improvements and taking interest in the practice and has developed a keenness for developing skills.

6. Problems Encountered and Resources Required

The Paucity of Funds is the major problem encountered to strengthen the practice.

2. Title of the Practice -Environment consciousness and Energy Conservation

Objective of the Practice

The main objective of the practice is to spread awareness around the natural environment and to motivate the students and the Staff to care for its well-being.

The Context –

Proper use of energy leading to energy conservation is the need of the hour. There are simple ways to do it and make it beneficial for the college. Conservation of energy and efficient use of it reduce pollution. By spreading awareness about the environment and its protection all can become environmental steward and participate in creating a brighter future for the coming generation.

The Practice

As a step towards this the college has Observed World Environment Day and National Science Day to make aware students for environment protection. Steps has been taken to minimize energy consumption by replacing CFL and LED bulbs in hostel. Rain water harvesting project has been implemented for creating an eco-friendly campus. Efforts are being made for proper waste management. Plantation programmes are being regularly conducted by the NSS units and the YRC. Students are encouraged to switch off all electrical appliances and lights and also not to litter mindlessly.

Evidence of success

This college is contributing to environment protection and energy conservation in its small but significant ways.

Lack of funds and man power to provide for sustainable environment upkeep is the major problem posed our way. However, support from the local bodies and the Higher Education Department has been of immense use.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KUNTALA KUMARI SABAT WOMEN'S COLLEGE
Address	KKS Womens College, At- Manikhamb, Po. Motiganj, Dist- Balasore
City	BALASORE
State	Orissa
Pin	756003
Website	kksgovwc.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Subrata Debangana	06782-295558	9437145531	-	kks_wc@yahoo.co.in
IQAC / CIQA coordinator	Jhansi Jena	06782-240105	9437158335	-	jhansijena9@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Orissa	Fakir Mohan University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-07-1976	View Document
12B of UGC	24-07-1976	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KKS Womens College, At-Manikhamb, Po. Motiganj, Dist- Balasore	Urban	2.67	4604

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Botany	36	Higher Secondary	English	16	15
UG	BSc,Chemistry	36	yHigher Secondary	English	16	11
UG	BA,Economics	36	Higher Secondary	English	16	15
UG	BA,Education	36	Higher Secondary	English	24	22
UG	BA,English	36	Higher Secondary	English	16	14
UG	BA,Home Science	36	Higher Secondary	English	16	15
UG	BA,History	36	Higher Secondary	English	8	7
UG	BA,Odia	36	Higher Secondary	Oriya	16	16
UG	BA,Philosophy	36	Higher Secondary	English	8	8
UG	BSc,Physics	36	Higher Secondary	English	16	12
UG	BA,Political Science	36	Higher Secondary	English	16	16
UG	BA,Psychology	36	Higher Secondary	English	16	15
UG	BA,Sanskrit	36	Higher Secondary	Sanskrit	16	13
UG	BA,Sociology	36	Higher Secondary	English	8	8
UG	BSc,Zoology	36	Higher Secondary	English	16	13

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				36			
Recruited	0	0	0	0	0	0	0	0	8	17	0	25
Yet to Recruit	0				0				11			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	11	5	0	16
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	1	0	0	1
Ph.D.	0	0	0	0	0	0	5	8	0	13
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		8	13	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	199	1	0	0	200
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	44	46	42	42
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	36	34	34	25
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	114	129	136	162
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		195	209	212	229

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	This being an affiliated college has no scope for it. The institutional plans to engage in more multidisciplinary research endeavors to find solution to society's most pressing issues and challenges can
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	<p>be prepared after university gives the flexibility for implementation of the same. However, at different levels of functioning, as a teacher and mentor guidance are provided to make students aware of the pressing issues and challenges, so that if opportunity comes, they can engage themselves in multidisciplinary research. College will include credit base courses and projects in curriculum on subject areas like pollution control, climate change, waste management, sanitation, sustainable development and living, forest and wildlife conservation.</p>
2. Academic bank of credits (ABC):	<p>The ABC will be entrusted with the responsibilities such as opening, closing, and verifying the individual academic accounts of students. It'll also be responsible to gather the academic credits earned by the students from their respective higher education institutions, verify the credits, store the credits, transfer or redeem such credits, and promote them as and when required among its stakeholders. After the implementation of NEP-2020, the college will create the ABC of the students and will integrate it with scheme such as NPTEL, SWAYAM, and V-Lab. The credits stored in the individual accounts of the students will give them a much larger scope of freedom in terms of their academic/career choices.</p>
3. Skill development:	<p>The most important area is to find ways to empower the student in professional skills, soft skills, ethics, morality and values. The students gain an arsenal of skills like problem- solving, critical thinking, time management, self-management, communication and writing skills, analysis and research methodologies, team work and much more. The plan hence, is to create high quality human resources and enhance research and development platforms.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Indian knowledge system includes knowledge from ancient India and modern India, and a clear sense of India's future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, philosophy, yoga, literature, sports, games etc.</p>

<p>5. Focus on Outcome based education (OBE):</p>	<p>The college will focus on research and innovation, through focus on industry academic linkage and interdisciplinary researches through internship with local industries and business establishments. Students will actively engage themselves with practical aspect of their learning and thus they can improve their employability. Research will be conducted in the areas like infectious diseases, instrumentation, conservation of natural resources, to develop entrepreneurship among students in the field of agriculture and industry. Hand holding mechanisms will be developed among students to promote innovations in collaboration with local industries and business establishments.</p>
<p>6. Distance education/online education:</p>	<p>To introduce online certificate courses or add on courses which the students can opt along with their regular courses for skill development and enhancement of employability like communicative English, life skill development, public health, mental health counselling, small business, fashion designing, IT enabled learning etc.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
545	548	606	646	545

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 25

File Description	Document
Institutional data in the prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
27	19	18	18	16

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
149.26488	109.70635	24.88542	16.01987	7.48999

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Taking into account the academic calendar and the prescribed syllabus of the affiliating University, the heads of the department, at the beginning of the session, along with the other faculties of their respective departments, prepare teaching plans semester wise. For effective delivery, concerned teachers use various methods like chalk and duster, group discussions, ICT etc. to impart teaching. The process is thoroughly documented in their lesson plans, which is verified at regular intervals by the heads of the departments first and then by the principal. This mechanism is further verified by appropriate higher authorities. Academic calendar has been prepared in tandem with University and Higher Education Department's programme schedule issued at the beginning of the year. It is adhered strictly as far as possible, in conducting examinations and related matters. However, the calendar is subject to change if there is an exigency.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 07

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 24.6

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
97	193	209	212	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Response:

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. The college takes continuous steps to inculcate the human values and professional ethics among the students, workers and faculties. Extramural lectures are organized by inviting distinguished speakers, to interact with the students and faculties. In some programmes of UG in Sociology, Political Science and Philosophy, ethics and values are part of the curriculum. Ethics and professional values are also taught to students of all programmes at UG level. The college also celebrates various national and international commemorative festivals for making students and faculties aware of such ethics. The college takes all necessary steps to sensitise the students about the gender equality and to curb gender based discrimination. Many programmes of the college, especially those belonging to the humanities and social sciences, have gender related courses in their curriculum. The issues about the environment and its protection are taught to the students of all programmes. Environment and sustainability are taught as an ability enhancement course to the UG students. Students are sensitised about the problems of environmental pollution and resource degradation as well as trained to make best use of wastes and RRR (Reduce, Reuse and Recycle) policy.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 35.41

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 193

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 92.37

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
200	191	209	212	229

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
224	224	224	224	231

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats)

Response: 89.61

2.1.2.1 Number of actual students admitted from the reserved categories year - wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
85	80	80	76	67

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
86	86	86	86	89

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio (Data for the latest completed academic year)

Response: 20.19

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

Response:

The courses offered by the college are student centric. All courses of Science and Arts are associated with field studies, field tours, study trips, practicals and case studies. Many courses in the UG level have the theory and practical components that makes a holistic approach to the course. As a part of participative learning and problem solving practices, the students' seminars are organised for each programme and students deliver seminar lectures. Each program has the project components to train students with research methodologies and problem solving experience. As a part of experiential learning the students of the science streams regularly participate in science seminar and project demonstrations and present their research ideas. The college has internet network covering administrative offices, library, e-resource centre . college has smart class room with smart computer system, internet connectivity and ICT tools. All teachers use ICT tools including online resources during the lecture and involve the students to make the effective teaching learning activity. These are used by the teachers for lectures and seminars.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**Response:** 54.44**2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
36	36	36	36	36

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 80.61**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
20	16	16	15	12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

Affiliated to Fakir Mohan University, Balasore, this college abides by the regulations framed by the University. However, the college has its own mechanism for regular internal assessment of the implementation of the said regulations. This college has adopted Choice based credit system from academic year 2019 for students' assessment for each semester. There is the mandatory provision of 20

and 15 marks based internal assessment for non-practical and practical Honours subjects respectively. Weaker students are identified and remedial instructions are provided by conducting remedial teaching classes and counseling session too. Before term – end examination, mock tests are conducted to enable the learners to get in touch with the pattern of examination. They are provided on-time feedback. Thus, this mechanism paves the way for a robust and transparent system of continuous internal assessment.

The College, for fair, equal and impartial treatment of all students in all spheres of work, including assessment and evaluation has a dedicated Cell, for addressing all the grievances, including those related to examination. Resolving the examination related complain, if any, is being accorded a top priority. Any sort of such grievance is resolved within five days from receiving of the application. However, valuation at College level begins on the day of the test itself. Valued answer-scripts are shown to the students. Discrepancies are sorted out by teachers promptly and communicated to them ensuring effectiveness of the examination while the subject is still fresh in their minds. Due to the open and transparent system, the college has not yet received any such examination related complain till date. During the COVID-19 pandemic situation there was a shift from pen and paper mode of assessment to the online path. Whereas, the college conducts assessment sometimes using Google forms.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Response:

The college has stated graduate attributes and learning objectives. To attain these attributes Programme outcomes (POs), Programme specific outcomes (PSOs) for all academic programmes are stated by the Institute as per guidelines of NAAC. The POs are aligned to the learning objectives. Following attributes are included in the POs. Knowledge outcomes, Skill outcomes Values outcomes. POs and PSOs are designed to ensure complete and comprehensive learning about the program and courses as these are critical for the successful career of the student. The COs were designed with the following criteria: 1. The course outcomes identify the minimum achievement required for success in the course. 2. ii. They are based on the principles of Blooms taxonomy including Knowledge, Comprehension Application, Analysis, Synthesis and Evaluation.

The college continuously evaluates the course outcome, programme outcome and programme specific outcome. Continuous evaluation of the students performance is made through the class tests, presentation, mid semester evaluation and end semester examinations. The students are assigned to teacher mentor, who regularly examines the student's outcome and gives proper guidance to the student. The teaching and evaluation pattern takes into account the demands of the market for employment and placement. The college provides soft skill training, career counseling, motivation lectures and hands on training to the students for upliftment of skill and ability. The examination system has been updated in the academic session. The student information, course information and examination details are collected. The

examination is conducted on decentralized manner in each department. For maintaining the confidentiality. The paper setting is done externally. Each course has both internal and end term examination system. The results of students are published within minimum days after the conduct of examination. The programme outcome and programme specific outcome are compiled in each semester and the programme specific outcome of the passed out batches are published in the website at the end of each year.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 88.35

2.6.2.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
162	175	202	224	109

2.6.2.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
177	183	227	264	136

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.57

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 7.5

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2.25	5.25	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The Institution provides a conducive environment for promotion of Innovation and Incubation. All required facilities are provided and Guidance is extended to the students. Students are encouraged to actively involve in the application of Technology for societal needs. Necessary support is provided for Documentation, Publication of Research Papers and also for obtaining patents. A workshop on the Intellectual Property Rights (IPRs) was organised to create awareness among the students and faculties.

Awareness meets, workshops, seminars and guest lectures on Entrepreneurship are organized at regular intervals. Students are provided with opportunities to directly interact with outstanding entrepreneurs excelling in their field. To enhance employability among students a number of awareness meets were organized like soft skills, interview skills, English speaking ability, and personality development etc. under the aegis of Career Counselling Cell of the college.

An OPEN Bootcamp was held by Start-up Odisha Yatra 2.0 (Flagship Initiative of Start-up Odisha) and KIIT-Technology Business Incubator, Bhubaneswar to inculcate the spirit of innovations and Entrepreneurship among the young minds of the college.

The students exhibit their models in competitions held by other organizations for getting opportunity to

commercialize of their product.

File Description	Document
Upload Additional information	View Document

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 33

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
20	12	0	01	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals on UGC care list during the last five years

Response: 1.36

3.3.1.1 Number of research papers in the Journals notified on UGC CARE year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	14	4	3	2

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.68**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	6	2	2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

Undertaking extension activities in the neighborhood community has been a crucial component of extra-curricular activities of the college to sensitize students about socio-economic issues that afflict the society. They are made aware of the social and health issues through various activities for leading a healthy and co-operative life. The said activities are carried out by NSS and YRC wings of the college with active involvement of volunteers. The NSS wing of the college organizes such extension activities such as cleaning, social awareness drive in nearby local villages with the active participation of students volunteers. The college adopts a village named Khalasi Mohallah under Sadar Block in the Balasore district of Odisha for making the people well-aware of the social issues. Simultaneously, our volunteers are exposed to the socio-economic issues that affect the lives of many in the community. So, volunteers get first-hand experiences. The YRC of the college has undertaken rally in the Municipality area on World AIDS Day on 1st December 2019 and observed road Safety week during January 2020 in collaboration with RTO, Balasore and a Balasore-based NGO. However, during COVID-19 pandemic period, it could not be possible to undertake community-based extension and out reach programmes. On 10th December 2021, YRC of the college organized a Blood Donation Camp where 37 units of Blood were collected. We are planned to undertake important activities in the community on a massive scale to sensitize our students on various social issues to generate a social bent of mind in them. It is expected that our students internalize the social problems and rise to the occasion to resolve those social issues for the betterment of society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

1. Ms. Priyanka Mohapatra (+3 3rd year of Botany Honours, Admn. Batch 2018-19) won 2nd prize in debate competition in 73rd Independence Day celebration organised by District administration Balasore Odisha.
2. Ms. Priyanka Mohapatra (+3 3rd year of Botany Honours, Admn. Batch 2018-19) won 1st prize in district District level-National Youth Parliament Festival-2020 debate competition, organized by Nehru Yuva Kendra Sangathan, District Office, Balasore.
3. Ms. Priyanka Mohapatra (+3 3rd year of Botany Honours participated in the Balasore co-operative divisional level debate competition held on 13 November 2019 organised by Department of Co-operation Govt. of Odisha.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 49

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
26	7	9	7	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1 Number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years:

Response: 5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The institution makes maximum utilization of the physical, academic and support facilities at its disposal for the realization of its mission and vision. The physical infrastructure comprises classrooms, laboratories, Separate room for Faculties in the departments having practical classes, Auditorium Hall, Library & reading room, Staff common room, Students' common room, administrative block- comprising Principal's Chamber, Establishment office, Examination control room and Confidential section, Students Academic Management System (SAMS), RUSA Conference room),,, IQAC Conference Room, NSS and YRC offices, Students Placement Cell, Virtual Class Room, Language Lab, Students Counselling cell, Guest house, Smart Class Room, Open Auditorium, Hostel for students inside the campus, adequate number of Washrooms – all standing on an area of 2.67 acre supposed to be maintained by Government Bodies such as R& B and GED. There are a number of committees comprising teachers headed by the Principal that regularly monitor the use of these, and plan for further development. Funds from Development Fund is used for the purpose in case of emergency. The Principal assigns responsibilities to different members for the maintenance of the campus. The academic work is conducted as per departmental timetable – consisting of practical and theory classes as well as proctorial and seminar classes. The academic calendar is prepared to streamline the working days, observation days and holidays etc. The faculty members prepare lesson plans, take lesson notes and maintain progress registers which is verified by the respective heads of the Departments, the Academic Bursar and the Principal. Academic Audit is done from time to time.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 94.6

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
145.32872	106.23505	23.08942	10.79927	5.32

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The work of automation of the College library is now under process. For this, an amount of Rs 5,73,732/-under RUSA grant has been transferred to the OSIC, Cuttack to finish the automation process. Some valuable rare books have identified for converting those into e-books for the easy access of students and staff. The process of digitalization is expected to complete within a month and few days more. Although subscription to e-resources has not yet done, we are planning to do it soon after digitalization and considering the availability of funds. As a small step, a few No. of e-resources will be subscribed. Further, an amount of Ten lakhs has been provisioned and the process has started to procure relevant books and references under CBCS pattern of syllabi to tailor to the academic needs of the learners. Almost all teachers and students are regularly using the library facilities. However, during COVID-19 pandemic situation students and staff failed to access the library resources. Moreover, students use library resources in accordance with their needs, and the schedule of examination and assessment in view of regular assessment process under semester system.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Response:

IT facilities are regularly updated. College has broadband connection for the office. Devices using the internet have increased in college. Most classrooms are ICT enabled and have portable LCD projectors. The process of admission, salaries, scholarships is computerized. The College has a dynamic website, providing all the necessary information. Twenty computers and 10 projectors were added under UGC, OHEPEE and RUSA funding. Wi-fi was installed in the entire college. The management has been substantially augmenting the infrastructural support to update the IT facilities in the college. During lockdown period institution has upgraded its teaching to online mode using zoom and Google meet.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2 Student – Computer ratio (Data for the latest completed academic year)

Response: 8.52

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 64

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)

Response: 0.22

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.07376	0.01661	0.0495	0.474	0.05

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 19.27

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
121	98	154	92	92

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 1

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
05	18	04	01	01

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 35.09

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
46	72	66	80	42

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
162	175	202	224	109

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 13.74

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
05	18	04	01	01

5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
50	58	48	30	25

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 1

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 54.2

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
26	30	198	16	01

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

KKS Women's College, Balasore Alumni Association was formally registered on 15 September 2005. The association has a new Governing Body consisting of 7 elected members and framed new byelaws. The Association aims to encourage the members to take active interest in the activities and progress of the Alma Mater, provide assistance for all round development of the College, promote and encourage friendly relations among all the members. Any past student of the College having studied at-least one academic year in the College is eligible to become a member of the Association. Other members include

Management and Patrons, all outgoing students as life members. The Association presently has 47 members. Alumni have contributed to development of the institution through valuable feedback, guidance and counselling to students. Under Mo College Abhijan, a platform to the alumni to offer their services for betterment of their college, introduced by the Higher Education Department of Government of Odisha, 41 students are registered as Alumni. Moreover, each Department has a group of alumnae who are in touch with the students and the Staff, and are guided by their respective Department Heads to contribute to the wellbeing of their Almamater in various ways such as improving student learning and students wellbeing.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

It is evident from the mission and vision statements that the college seeks to serve women of the region in particular, to nurture them, to equip them and evolve them to face the challenges of the changing times. The aim is to help young women understand the power of knowledge and the responsibility that comes with it. And the responsibility is to translate knowledge into creative and constructive citizenship. By bringing women out of their narrow, limited, inhibiting sphere; by acquainting them with a modern liberal and expanding world outside, the college can make a meaningful contribution to the wellbeing of the society. To fulfill its stated mission the college aims at an overall development. For it makes the leadership function effectively at different levels and implement its holistic development plans. The Principal looks after of the overall management whereas the Administration and Accounts are especially taken care of by the Administrative and Accounts Bursar respectively, and Academic activities are monitored by the Academic Bursar as well as by the Heads of the Departments. The college has a number of committees The administration is transparent and participatory. Basically it follows a collaborative management practice. Yes, the college promotes a culture of participative management. It has a well coordinated monitoring mechanism which includes various committees that look into administrative, accounts and academic matters. These committees work in coordination and harmony to ensure smooth and efficient functioning. To describe a case study showing decentralization and participative management, management of student academics can be considered. A team is assigned with the responsibility of preparing timetable. The Heads of the Departments distribute classes among teachers allotting papers in accordance with the syllabus prepared by the University. The HODs supervise to ensure the regular conduct of classes from day to day. The Academic Bursar takes a monthly audit of classes and undertakes surprise checking. In case of any lapses the matter is brought to the notice of the Principal, who then with consultation with academic bursars, administrative bursar and HODs take necessary corrective measures. The Students are also taken to confidence to report any laxity. Academic Audit is also done by the Regional Director of Education from time to time to report to the Higher Authorities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The college has an efficient internal co-ordinating and monitoring mechanism that comprises the top management, the principal and the faculty, which plays its part in the design and implementation of its quality policy and plan. The Principal looks after the overall management whereas the Administration and Accounts are especially taken care of by the Administrative and Accounts Bursar respectively and Academic activities are monitored by the Academic Bursar as well as by the Heads of the Departments. The college has a number of committees like the Finance Committee, the Admission Committee, the Examination Committee and the Purchase Committee, Development Committee the Building Committee etc., which offers valuable recommendations. The administration is transparent and participatory. Basically it follows a collaborative management practice. One perspective plan successfully implemented based on the strategic plan is to upgrade the infrastructure and the facilities delivered to the students with regard to Library. Accordingly, steps for library automation has been taken. At different levels it has been decided to shift the library to a more convenient and accessible place. To facilitate smooth functioning, steps have been taken for better supply of man power. Under the advice of the IQAC, the Reading Room has also been upgraded, and decision to create Seminar Libraries in all Departments has been taken. The Plan accordingly is to enhance student Academic Participation and Performance at different levels.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff****Response:**

The staff is provided with financial and medical assistance as per Odisha Government Rules under Employees' Welfare Scheme, like: Reimbursement of medical expenses Leave Travel concession Motor

car, motor cycle advance House Building Loan Employees' Group Insurance Scheme Teachers Welfare Fund Besides Financial benefits, Government also has schemes like Study Leave, Duty Leave and Academic Leave to enable the Staff to grow in their professional career. Percentage of staff who have availed the benefit of such schemes in the last four years: Almost about more than 50% of the staff have availed the benefits of these schemes in the last four years. Performance Appraisal of each teacher is recorded by Principal confidentially as per the format provided through HRMS by the Government for each financial year. The said appraisal is reviewed by the Director, Higher Education and the same is finally accepted by the Government. Adverse comments are communicated to the person concerned for improvement of his/her professional development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 9.18

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
05	01	01	02	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 28.28

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	2	4	6	1

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Since this is a Government College, the expenditure required by the college is provided by the Government from time to time as per the budget placed on various heads. Hence the question of deficit does not arise. Some other sources of funding in the last few years are CENTRAL and WORLD BANK PROJECTS like RUSA (RASHTRIYA UCCHATTARA SIKSHYA ABHIJAAN) and OHEPEE (ODISHA HIGHER EDUCATION PROGRAMME FOR EXCELLENCE AND EQUITY). Besides, there is college Development Fund- a source of funding through fee structure. To implement the predetermined goals like infrastructure development Government agencies are mobilized. All the funds made available to the college are utilized during the stipulated time period. The proposals are placed before the internal committees like Development and Purchase committees for approval. The members then plan the procedure in accordance with financial regulations of the Government. Administrative approval is sought as and when necessary. Utilization certificate is submitted whenever necessary. After financial audit by internal or statutory bodies, The proper audit reports are submitted to the appropriate authorities in time. Annual financial internal audit is done by the audit section of the Higher Education department Government of Odisha, of all grants received, such as RUSA, OHEPEE. Audit compliance is done by the college after getting the audit report.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The institution has established an Internal Quality Assurance Cell (IQAC), which presently comprises 20 members. It is according to the proposal of the IQAC, the institutional policy has been decided to make teaching learning process interesting and productive to make the process inclusive and holistic. To do that efforts are being made to redesign the techniques of teaching and to develop an introspective and self-correcting mechanism so as to institutionalize the quality assurance processes. For the purpose teachers have been advised to use ICT and other modern methods of teaching along with chalk and duster method. Teaching learning has been made more participatory and students are encouraged for self study and for paper presentation in seminar classes. The activities under YRC and NSS have been given importance so as to involve students more and more about community service. The program has been held online from 2020-21 due to COVID pandemic. At the beginning of every academic year IQAC frames an action plan and ensures its proper implementation for overall development of the students. Quality assurance strategies and best practices to be institutionalized are discussed in the IQAC meetings and decisions taken are communicated to the staff by the Principal. At periodic intervals students' feedback was taken through IQAC regarding teaching learning methods and methodologies used.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The established Committee against sexual harassment aims at addressing gender issues and preventing sexual harassment and gender based inequality. The college has zero tolerance for gender related offences. The committee is in compliance with the guidelines of UGC making representation of students, social activists, faculty, non teaching employee and statutory nominee. The college maintains gender neutrality providing equal opportunities to all students and faculty in the campus. The executive authority of the college extends full support to see that the recommendations of the committee are implemented in a timely manner. Seminars are conducted by the college to raise awareness about gender equality among students, strategies to deal with gender equality and for prevention of gender based abuse and violence. In the year 2020-21 there is no registered gender based violence or sexual harassment case before the committee indicating the gender neutrality of the campus. Apart from the celebration of National Days like Independence Day, Republic Day Constitution Day, and Gandhi Jayanti, KKS College celebrates important National and International Commemorative Days like National Voters' Day, International Women's Day, International Yoga Day, Teachers' Day, Science Day etc involving both the students and faculty. Also, various Departments of the college organize Seminars, Workshops, Conferences throughout the Year for better dissemination of knowledge and sharing of new ideas and thinking in different field.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: B. 3 of the above

File Description	Document
Upload supporting document	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

As an educational Institution we have demographic diversity as the students hail from different socio-economic backgrounds. Diversity is also seen in the parent stakeholders whose occupations range from farmers, auto rickshaw drivers, house help to businesspersons and doctors. With respect to the distinctiveness of every student, we try to ignite a feeling of 'camaraderie' among all the members of the institution by giving space to each and every stakeholder to participate, explore, enhance and attain their full potential, ultimately making the campus an equitable place. Financial assistance in terms of prizes and monetary support are offered by staffs over and beyond to include students from weaker economic sections. At the beginning of the Academic Year of the college, the Induction Program caters to introducing the staff and students to their rights and responsibilities. Ethical practices and responsible behaviors expected from the staff and students are conveyed in the induction meeting. The Syllabi of the UG courses included Credits for 'Human Rights' and 'Constitution', Democracy and Environmental Science as credit courses to familiarize the students with these concepts. National Voters Day, World Environment Day are some days of significance that are commemorated every year by the college. The Preamble, Pledge and certain sections of the Constitution are displayed in classrooms and departments. In keeping with the Constitutional Responsibility of preserving and caring for the Environment, college organizes activities with themes surrounding Environmental concerns. All mandatory committees like Anti Ragging cell, Anti Sexual Harassment Cell are active and functioning. A complaint box is there to address the issues raised by the students and staff members.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Title of the Practice- Capacity Building Goal

2. Objectives of the Practice

The prime aim and objectives of the practice is to know the students individually and to enhance their capacity by organizing various competitions that are run under this event include Quiz Competition, Essay competition, debate competition, Seminar Competition, Group Discussion, Poster Competition etc.

3. The Context

Last year due to pandemic situation this event was organized through online mode. The purpose is to create a process of changing attitudes and behaviours-impacting knowledge and developing skills while giving opportunities for participation and knowledge exchange.

4. The Practice -

The main capacity building methods used are mentoring. holding academic competitions, encouraging for inter college competitions holding seminars etc.

5. Evidence of Success

- The students are showing improvements and taking interest in the practice and have developed a keenness for developing skills.

6. Problems Encountered and Resources Required

The Paucity of Funds is the major problem encountered to strengthen the practice.

2. Title of the Practice -Environment consciousness and Energy Conservation

Objective of the Practice

The main objective of the practice is to spread awareness around the natural environment and to motivate the students and the Staff to care for its well-being.

The Context –

Proper use of energy leading to energy conservation is the need of the hour. There are simple ways to do it and make it beneficial for the college. Conservation of energy and efficient use of it reduce pollution. By spreading awareness about the environment and its protection all can become environmental steward and participate in creating a brighter future for the coming generation.

The Practice

As a step towards this the college has Observed World Environment Day and National Science Day to make aware students for environment protection. Steps has been taken to minimize energy consumption by replacing CFL and LED bulbs in hostel. Rain water harvesting project has been implemented for creating an eco-friendly campus. Efforts are being made for proper waste management. Plantation programmes are being regularly conducted by the NSS units and the YRC. Students are encouraged to switch off all electrical appliances and lights and also not to litter mindlessly.

Evidence of success

This college is contributing to environment protection and energy conservation in its small but significant ways.

Lack of funds and man power to provide for sustainable environment upkeep is the major problem posed our way. However, support from the local bodies and the Higher Education Department has been of immense use.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness**7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words****Response:**

One of the priority areas of the educational programme of the college is providing quality education to all learners with a thrust upon socially disadvantaged groups. With an aim to enable learners to be intellectually sound, this institution provides to all its learners an array of opportunities through organizing teaching-learning activities in an effective way. Over the years in its academic journey, primacy is given on providing quality education to all within an inclusive framework. All efforts are synchronized and geared to achieve the goal of making our learners intellectually sound and socially alert. More precisely, students are expected to exhibit a high caliber of intellectuality with a sound base of knowledge in their academic domain. Our dedicated faculty members continuously strive to improve their teaching-learning strategies to tailor to the academic needs of the learners. Focus of the teaching is on quality and quality teaching entails good learning. In the process, our students have made their marks in their respective disciplines with the active support, proper guidance and constant supervision. Some students in different disciplines are able to carve out a niche in the top 50 best achievers in the UG 6th Semester Examinations for years. This has been a trend and a practice of this institution which heightens its image among a cluster of institutions under F.M. University. Needless to mention that the college has created a congenial learner-friendly milieu

surcharged with an ambience of learning. Blended learning strategy is adopted. ICT embedded teaching is resorted to. A virtual platform is created on social media, particularly WhatsApp, to meet the needs of the learners. This practice was adopted during the COVID-19 pandemic situation when off-line physical mode of teaching was temporarily suspended. Moreover, technology-based teaching has been provided to them by utilizing virtual classroom of the college by our faculty members in an efficient way. Besides, faculty members harbor teaching strategies like collaborative learning, one-to-one teaching, pair-group strategy, box-thinking, etc. to make teaching-learning effective.

In all Practical Papers, Project has been made a compulsory requirement which enables learners to get an enriched field experiences. In the process of preparing the project paper they are able to master the skills and techniques of pooling data and their analysis and interpretation. Moreover, as a crucial component of equity intervention, one to one interaction with the students, especially with the backward learners mostly hailed from disadvantaged environment, has been a pedagogical practice. This is possible by organizing remedial classes from time to time. Additionally, it is not insignificant to cite here that a healthy practice of “Guru-Shishya Parampara” has been nurtured and promoted on the founding pillars of affection, love, sympathy and empathy. Teachers are the philosopher, guide and facilitator of learning. In such a friendly and homely atmosphere, students are able to show inclination to learn at ease sans any fear. This also helps to develop some cardinal social values in them. Therefore, the performance of this institution in respect of providing a good teaching-learning platform with a thrust on quality education is beyond the pale of doubt.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

As per the proposal of the college Government of Odisha in the Higher Education Department has pleased to open PG Courses in three subjects (Sanskrit, Home Science, Education) 32 seats each from the academic session 2022-23. Department has also been pleased to open three new UG courses Commerce, Mathematics and Computer Science (32 seats each) and also increased UG seats from 224 to 688 from the session 2022-23. This will help the Institution in strength and size to meet the future academic requirement of the girls of the region.

Concluding Remarks :

In sixty two years since its inception, the college has expanded its horizon, attaining many milestones. The college strives to fulfill its vision of imparting transformative education for the empowerment of young women and promotion of a just and humane society. The institution is committed to carry forward this vision and achieve new heights. The college has been endeavoring continuously in upgrading its physical and academic infrastructure to meet the changing needs of the modern society. However the college also recognizes its weaknesses and challenges, which can be overcome with all stakeholders working together in solidarity to make the college a unique center of learning.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :07</p> <p>Remark : DVV has excluded repeated programs.</p>																				
5.1.4	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has select C. Any 2 of the above as per shared report by HEI.</p>																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p><i>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>04</td> <td>41</td> <td>07</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	19	04	41	07	01	2021-22	2020-21	2019-20	2018-19	2017-18	01	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
19	04	41	07	01																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
01	0	0	0	0																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p><i>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

26	04	198	16	01
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
26	30	198	16	01

Remark : DVV has made the changes as per shared report of events by HEI.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	10	4	8	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	2	4	6	1

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per shared bill.

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit

3. **Clean and green campus initiatives**
 4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made the changes as per shared report of green audit and Energy audit by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>193</td> <td>209</td> <td>212</td> <td>229</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>545</td> <td>548</td> <td>606</td> <td>646</td> <td>545</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	200	193	209	212	229	2021-22	2020-21	2019-20	2018-19	2017-18	545	548	606	646	545
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